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BOOK REVIEWS

Continuation Schools in England and Elsewhere: Their Place in the Educational System of an Industrial and Commercial State. Edited by M. E. SADLER. Manchester: The University Press, 1907. Pp. 779. 8s. 6d. net.

At any time this book would be welcome, but the present interest in industrial education will give it an immediate place among the working books of a large number of people. It furnishes information in clearly evident form upon many questions which are being asked and discussed not only in school meetings and periodicals but also among manufacturers, business men, and trade-unionists.

A little over half the space is given to Great Britain (principally England), about fifty pages to the United States, and the remainder to Germany, Switzerland, Denmark, and France.

The book "is the outcome of an inquiry made by members (teachers and senior students) of the Department of Education in the University of Manchester." Some sections have been contributed by former students and by prominent workers in special fields. Dr. Sadler's democratic ways of working in association with others and his clear statements of acknowledgment give an added value to what he has brought together. Reports are too easily, either by exclusion or by absorption, individualistic and every aid to more collective methods makes for advance.

There is an introduction of thirty-four pages which states the purpose of the study clearly and outlines the various chapters so that the general reader will be able to select just what sections he cares to spend his time upon. The English situation is reviewed historically in four periods (1780-1833, 1833-48, 1848-70, 1870-1907) and then the "chief agencies for 'further education'" are taken up: Sunday schools, night schools, university extension, libraries, reading unions, etc. "Further agencies" include those relating to recreation, physical training, etc.

Chaps. ii. to xvi deal with special problems in Great Britain, excepting chap. x which summarizes labor laws relating to children and young persons in the United Kingdom, Germany, and Switzerland. Wales and Scotland receive considerable notice, but Ireland appears neither in the table of contents nor the index. In England the range of studies includes London, smaller cities of various sizes, and the rural districts.

To those who are not already acquainted with what is being done in the People's High School of Denmark and the Continuation Schools of Munich and Switzerland these sections will have the most significance, for probably it is in the direction of their work that American schools have most to learn from Europe. An excellent account is also given of that unique institution founded at Oxford, in part by Americans, for the higher education of workingmen—Ruskin Hall.

The three sections on the situation in the United States deal with "Even-

ing Schools in the United States," "The Trend towards Industrial Training in Continuation Schools in New England," and "The Limits of Compulsory Education in the United States." The last of these is largely taken from our commissioner's report. The second is a summary by Dr. Sadler giving much space to the deservedly well-known report of the Massachusetts Commission and an address by Professor Hanus before the National Association of Wool Manufacturers in February, 1907. This last indicates what recent material is included in the book. The first of the three chapters is decidedly inferior in value. The well-deserved adverse criticism upon our evening schools could have been stated in much less space with greater effectiveness. The writer does not get away from the schoolmaster's point of view and reiterates statements about enrolment, attendance, etc. The space gained by a reduction could have been given to a brief statement of the experiments in various sections of America, some of which have had a number of years of successful experience. While a few of these are named, as the Williamson Free School of Mechanical Trades and the Manhattan Trade School for Girls, I fear that the general impressions from reading these sections will be that we are even worse off outside New England than we really are.

The bibliography on American schools is limited to two publications although a mistake in arrangement would seem to show a larger number; those on French, German, and Danish schools are somewhat better and the English section is well provided for in five pages of references of much value to librarians and others seeking well-selected titles in this important field.

Among the subjects upon which material is found in the various chapters are child labor, compulsory education, courses of study, education of girls, the half-time question, parasitic trades, physical deterioration, scholarships, school savings, etc. There is throughout a fairness of treatment which will appeal to all concerned. One cannot but wish that the section on "Workingmen and Continuation Schools" could have received more thorough handling. An issue of especial concern in America at present receives very little help from the book. I refer to the question as to whether the new industrial schools shall be a part of our general school system or be conducted under separate commissions. The arguments for separate control are evident and the experience of many European experiments tends to justify the division, but the success of local control and a common administration of elementary and continuation schools in such a city as Munich may well delay decision in favor of control from above and a division of responsibility which may tend to accentuate class lines. The fact that some of our school administrators are not equal to the larger problem is not necessarily an argument in favor of a dual organization.

The evidence throughout the work tends to confirm the growing impression that evening schools are makeshifts and at best can be only a part of a system of continuation schools.

There is not space to enter into the many suggestive topics. Every student of secondary education in its more broadly democratic sense will be helped by this work, more than by any other that I am acquainted with, to see some of the inclusions that must be recognized in the development of American secondary schools.

This volume is number one of an educational series issued by the Uni-

versity of Manchester. If the entire series comes up to the standard of this beginning we shall have occasion to be indebted to Dr. Sadler as much in this case as we are already for the indispensable English Education Reports which he brought out.

FRANK A. MANNY

NEW YORK CITY

Classroom Management, Its Principles and Technique. By WILLIAM CHANDLER BAGLEY, New York: Macmillan, 1897. Pp. 322.

The author of the *Educative Process* gives evidence in this book on school management of the careful psychological training and insight which characterized his earlier book. In fact the more thorough treatment of the psychological principles involved in the control of classroom activities appears to the reviewer to be the feature of the book which distinguishes it chiefly from other books on school management. This appears particularly in the three chapters devoted to the "Problem of Attention," in Part II, the three introductory chapters on "Routine and Habit," and the chapter on "Testing Results."

The accepted methods of classroom management are largely based on the results of experience, but a recognition of underlying principles, psychological and other, when such exist, makes for a permanence and stability of practice which may not attach to methods based solely on empirical considerations.

The book is divided into two parts. In addition to the three chapters named the remaining chapters of Part I are concerned with the more usual discussions of the daily programme, regularity of attendance, hygienic conditions in the classroom, order and discipline, and school penalties. A chapter on preserving hygienic conditions in the classroom should certainly be included in a textbook on classroom management, and with due regard to the limits of the book might properly be given even fuller discussion than is here given.

The discussion of the problem of attention in the first three chapters of Part II is perhaps the best presentation of the subject in its application to classroom activities available. Other chapters are concerned with the technique of class instruction, the Batavia system, and the testing of the results of school work.

The last chapter mentioned is one of the best in the book, and is discussed from a broad standpoint which is found in but one or two other textbooks. In regard to the results of spelling instruction, the following criticism is made in regard to Cornman's studies which showed the inadequacy of specific spelling instruction (p. 239).

"One may venture the opinion, however, that the meager results of the spelling exercises are due, not to the fact that spelling is given a specific place in the school programme as Dr. Cornman implies, but to inadequate methods of teaching spelling during that exercise. As a matter of fact, in no school exercise is the inadequate comprehension on the part of teachers of the simple principles of educational psychology more clearly to be seen. The average spelling-lesson is ineffective because the average teacher fails to understand the implications of the law of habit-building. Words to be spelled effectively must be spelled automatically—that is, without "thinking" of the form of the word. To gain this end, however, the form must first be focalized and then the appropriate